

LOWER LEE ELEMENTARY

5142 St. Charles Road
Mayesville, South Carolina 29104

GRADES PK-4 Elementary School

ENROLLMENT 222 Students

PRINCIPAL Betty Burgess 803-428-3637

SUPERINTENDENT Dr. Willie Townes 803-484-5327

BOARD CHAIR Mrs. Queenie Boyd 803-486-6326

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	34	41	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

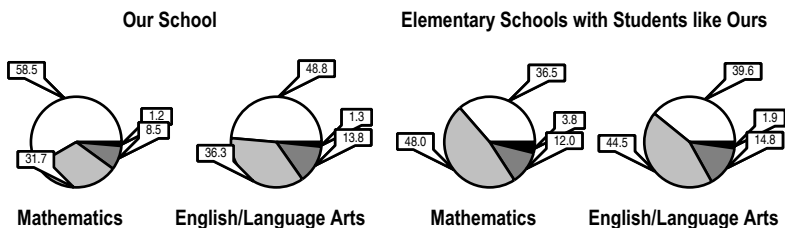
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	66	40
Percent satisfied with learning environment	78.3%	95.5%	76.9%
Percent satisfied with social and physical environment	87.5%	87.9%	71.1%
Percent satisfied with home-school relations	60.9%	95.5%	82.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	109	97.2	48.8	36.3	13.8	1.3	15.0	17.6
Gender								
Male	49	93.9	60.6	27.3	12.1	N/A	12.1	17.6
Female	60	100.0	40.4	42.6	14.9	2.1	17.0	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	104	98.1	48.7	37.2	12.8	1.3	14.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	66.7	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	95	96.8	41.4	41.4	15.7	1.4	17.1	17.6
Disabled	14	100.0	100.0	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	109	97.2	48.8	36.3	13.8	1.3	15.0	17.6
English Proficiency								
Limited English proficient	3	66.7	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	106	98.1	48.7	37.2	12.8	1.3	14.1	17.6
Socio-Economic Status								
Subsidized meals	99	97.0	50.7	36.0	12.0	1.3	13.3	17.6
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	109	100.0	58.5	31.7	8.5	1.2	9.8	15.5
Gender								
Male	49	100.0	60.0	31.4	8.6	N/A	8.6	15.5
Female	60	100.0	57.4	31.9	8.5	2.1	10.6	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	104	100.0	58.2	31.6	8.9	1.3	10.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	95	100.0	52.8	36.1	9.7	1.4	11.1	15.5
Disabled	14	100.0	100.0	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	109	100.0	58.5	31.7	8.5	1.2	9.8	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	106	100.0	58.2	31.6	8.9	1.3	10.1	15.5
Socio-Economic Status								
Subsidized meals	99	100.0	61.0	29.9	7.8	1.3	9.1	15.5
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	63.0	26.1	10.9	N/A	10.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	47	97.9	32.4	37.8	27.0	2.7	29.7
	Grade 4	62	96.8	62.8	34.9	2.3	N/A	2.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	71.7	15.2	13.0	N/A	13.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	47	100.0	48.6	37.8	10.8	2.7	13.5
	Grade 4	62	100.0	66.7	26.7	6.7	N/A	6.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 222)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.2%	Down from 6.0%	2.4%	2.4%
Attendance rate	95.5%	Down from 98.5%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.0%	No change	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.9%	Up from 1.8%	7.7%	8.0%
Older than usual for grade	0.5%	Down from 0.9%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	47.6%	Up from 43.8%	46.5%	50.0%
Continuing contract teachers	71.4%	Up from 68.8%	77.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.7%	Up from 60.3%	78.9%	86.2%
Teacher attendance rate	96.2%	Up from 95.4%	95.2%	95.3%
Average teacher salary	\$34,572	Down 1.8%	\$37,911	\$39,909
Prof. development days/teacher	5.0 days	No change	13.0 days	11.4 days

School				
Principal's years at school	0.3	Down from 7.0	3.0	4.0
Student-teacher ratio	17.3 to 1	Up from 16.4 to 1	16.9 to 1	18.9 to 1
Prime instructional time	91.0%	Down from 93.4%	88.8%	89.7%
Dollars spent per pupil*	\$7,925	Up 27.0%	\$6,839	\$5,892
Percent spent on teacher salaries*	65.6%	Up from 62.5%	63.3%	66.6%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	39.2%	Down from 88.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lower Lee is continuously making positive changes and progress in its grounds and facilities, programs and activities, and student progress and success. The grade level configuration has been expanded during the 2002-2003 school year to include 4th grade and will be further expanded during the 2003-2004 school year to grade 6. To accommodate the added student population, the school ground and the cafeteria have been enlarged. Thirteen new classrooms and two restrooms have been added to the existing building. New staff members are being offered personal and professional development training and workshops to ensure that with all the changes being made, the school's motto remains intact: "At Lower Lee Elementary, students achievement is our #1 goal and character counts." In addition, the administration and staff have developed and added many new programs, initiatives and activities, which will involve all stakeholders for the continued progress and improvement of the school.

To ensure that we hire and maintain the best most qualified staff, many staff development opportunities and trainings are provided to include training in High Scope, Technology, Thinking Maps and Graphic Organizers, Standards in Practice, Standards Based Instruction, Using Multiple Assessment Tools, Curriculum Calibration, and SCRA. Opportunities for parents and the community to participate in operation and activities of the school include a very active PTO, School Improvement Council, Career Day, Senior Citizens Day, Cinco De Mayo Celebrations, Veterans Day, Class Night, Awards, May Day, and Effective Parenting Classes.

Lower Lee will continue to be committed to providing the most appropriate education for all of our students by securing and maintaining the best and most qualified staff and by continuously seeking to expand the support and cooperation of all stakeholders. We have expanded our School-Based Partnerships to extend beyond immediate and local partners. Community support for the school and its programs are evidenced by the increased number of School-Business Partners, private and personal contributors, and colleges, as well as by parental involvement in the school.

Our commitment to increasing student learning and achievement is evident through continuous efforts to extend beyond the classroom and the regular curriculum by providing every student with at least two educational field trips per year and many self-esteem building programs and opportunities such as the Gentlemen's Club, Little Miss & Master Contest, and Awards Day. We also engage various resource persons and consultants to provide a diversity of opportunities for our students to engage in a variety of experiences to enhance their cultural appreciation and awareness.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.